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THE HUMAN RESOURCES RESEARCH COUNCIL:

DEVELOPMENT AND PROGRAMS\*

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My major purpose in today's presentation is to outline the origin of HRRC and its overall objectives and programs and then to discuss in somewhat more detail, its educational projects. Let me begin by drawing your attention to some of the background conditions that gave rise to HRRC and similar organizations elsewhere in the world.

During the past few decades we have witnessed unprecedented change in our material environment. This has resulted in substantial modifications in man's relationships both to his physical and his social environments. Consequently, many problems and dilemmas have become manifest.

(1) A major problem, especially in Canada, is urbanization. The industrialization of the city and the mechanization of the farm has resulted in urbanization and relative rural depopulation. This population shift is occurring more rapidly in Western Canada at the present time than it is anywhere else in North America.

(2) Another problem area concerns societal control mechanisms. Governmental and nongovernmental institutions and agencies have grown both in size and complexity. This has created problems in how to reconcile the need for institutionalized service and control with the right of the individual to privacy, self-respect, and self-determination.

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(3) Quantity versus quality in education is another major concern. During the past decade or so, there has been an unrelenting effort to push universal education upward through the high schools to post-secondary institutions. Parallel to this development has been a movement designed to improve the effectiveness of education. A major dilemma has resulted -- how to obtain the best from both worlds.

These changes and their resulting problems and dilemmas have resulted in dissent, alienation, frustration, and confusion, especially among our young people.

In summary, the growth and technological progress of the past few decades have resulted in a need for mechanisms for order and control which, in turn, have created the conditions for alienation, protest, conflict and disorder. Both of these have advanced the development of large-scale complex social problems.

Our conventional methods of problem-solving and decision-making have thus far been unequal to the task of resolving these kinds of conflicts, problems and dilemmas. Therefore, during the past few years new institutions and techniques have been developed in many parts of the world to deal with these social problems. The Human Resources Research Council and its mode of operation is an excellent example of this type of development. Although several new organizations have been developed to deal with certain of these problems, HRRC is the first organization of its kind which has as a mandate an examination of the universe of social problems.



### The Origin and Development of HRRC

The Human Resources Research Council came into existence just over a year ago as part of the overall policy of the Government to increase its emphasis on, and concern for, human resources development. Its purposes are to "conduct economic, social, educational and other research, as spelled out in the Act, related to and affecting the development and conservation of human resources in Alberta."

The first few months were spent in planning, consequently, it was less than a year ago that the first set of programs were planned. These became operational only a few months ago. At the present time, these programs are continuing. However, we are also beginning to plan our next stage of operations.

### Principles Governing HRRC's Programs

(SHOW TRANSPARENCY)

### Research Programs


#### Human Development

1. Mental Health -- a follow-up on the Blair Report.  
Our concerns: incidence and treatment of illness; conditions conducive to mental health; etc.
2. The Individual vs. the Institution -- a concern for the constraints on individuality and human rights resulting from institutionalization and organization.
3. Addiction.

#### Socio-economic Opportunity -- social services delivery systems

1. Poverty -- causes, correlates, cures.





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2. Manpower -- preparation, need, conservation.
3. Social Services -- health, legal, welfare, other.

Urban Life -- the dominant environment

1. The Urban Environment.
2. Housing.
3. Transportation.
4. Urban Decay and Renewal.

Planning and Evaluation -- the process of improvement

1. Studies of the Future -- demographic, economic, leisure and recreation, pollution, etc.
2. Studies of the Planning Process.
3. Evaluation of Ongoing Programs.

THE RESEARCH PROGRAM IN THE EDUCATIONAL THEME

Objectives of the Educational Studies Area

Our interpretation of the mandate for HRRC in the Educational Studies Area can be summarized into two major purposes.

(SHOW ON TRANSPARENCY)

(a) Examples of Alternatives.

- (1) curriculum materials (IPI mathematics);
- (2) organizational structures (multi-campus school, team-teaching, continuous progress, free school, etc.);
- (3) facilities and technologies (the open-planned school, the teaching machine, various forms of educational television, the computer, etc.).





Present Programs

- (1) At the present time, we have two program areas operational and the third in the process of being developed.
- (2) Rationale for the program areas:
  - (a) in considering human resources development, it is desirable to take as a starting point the individual human being and consider what he requires to develop his talents to their greatest potential.
  - (b) the first program area is based upon this starting point. (SHOW ON TRANSPARENCY)  
(explain briefly the programs within this area)
  - (c) although we must start with the individual in a study of human resources development, society has also created institutions through which individuals interact and fulfill most of their needs. Although these institutions assist the individual fulfill many of his needs, they also act to regulate individuality, therefore, in any consideration of human resource development, it is also essential to examine the institutions through which individuals develop and express themselves. Our second program area is based upon this rationale. (SHOW ON TRANSPARENCY)  
(explain briefly the one project underway)



(d) our third program area (Curriculum Studies) is presently in the formative process. It has emerged because of a growing need (created in the main by our changed focus in education from the collectivity to the individual) for a wide variety of curriculum materials and instructional procedures to assist practitioners maximize the educational opportunities for each student. The initial activity in this program area (a curriculum development project tentatively called, "The School and the City") is being planned within the broad framework of the Canadian Studies Project initiated by O.I.S.E. and in cooperation with institutions in other Western provinces.

*(explain briefly)*

Illustrative Project.

For the purposes of illustration, I have selected one project to describe in more detail. This is Project SEARCH. I have selected this particular project because it is oriented to rural problems and because it indicates the types of studies we undertake.

Project SEARCH

(1) Rationale: (Why Project SEARCH?)

Four basic reasons:

- (a) our interest in educational opportunities for all Alberta youth;





- (b) one of the major disadvantaged groups is the high school aged youth in rural areas;
- (c) the opportunities gap between rural and urban youth is widening as far as educational opportunities are concerned; and
- (d) centralization (which has been put forward as the major solution to the rural-urban gap) has its problems and limitations. We must, therefore, look for alternative ways of increasing the educational opportunities for rural youth.

(2) Basic Objectives of Project SEARCH.

*(SHOW ON TRANSPARENCY)*

(3) Guiding Assumptions

*(SHOW ON TRANSPARENCY)*

(4) Project Design

- (a) Selection of communities.
- (b) Baseline Studies.
- (c) Innovations Search.
- (d) Establishment of local and provincial task forces.
- (e) Analysis of present programs and selection of possible alternatives.
- (f) The selection of alternatives for testing.
- (g) Testing of alternatives.
- (h) Decision re rejection or adoption.
- (i) Evaluation of total project and dissemination of result.





Expected Outcomes

- (1) Improved educational opportunities for high school aged youth in the two pilot communities.
- (2) Some specific alternatives for improving educational opportunities in rural Alberta.
- (3) Ways and means of assisting local educators and local communities improve the educational opportunities for their youth.

CONCLUSIONS

To recap, Mr. Chairman, I have attempted to do three tasks for this presentation. First, I outlined some of the underlying concerns that gave birth to HRRC and similar institutions in other parts of the world; second, I outlined the overall purposes and program of HRRC and, third, I presented a more specific description of our educational programs, especially Project SEARCH which is probably of more direct interest to rural areas.

I certainly hope, Mr. Chairman, our programs in HRRC will, over the years, assist you in making the many difficult decisions which you will face in your efforts to develop the most effective, efficient, and appropriate educational program for your youth.



## GUIDING PRINCIPLES

### 1. COMPLEMENTARITY

- . WILL NOT DUPLICATE WORK OR COMPETENCIES OF OTHER AGENCIES.
- . WILL HELP DEVELOP THE RESEARCH CAPACITY OF THE PROVINCE.

### 2. MISSION ORIENTATION (R AND D)

- . DEFINITE GOAL OR OBJECTIVE (AIMED AT DEVELOPMENT OF A USABLE OUTCOME OR PRODUCT).
- . ACTIVITIES CAN CONSIST OF FUNDAMENTAL RESEARCH, APPLIED RESEARCH, DEVELOPMENT, AND INNOVATION.
- . MULTI-DISCIPLINED.

### 3. SYSTEMATIC APPROACH

- . PLANNING
- . MANAGEMENT AND COORDINATION
- . EVALUATION

### 4. THEMATIC APPROACH

- . EDUCATION
- . SOCIO-ECONOMIC OPPORTUNITY
- . URBAN LIFE
- . HUMAN DEVELOPMENT





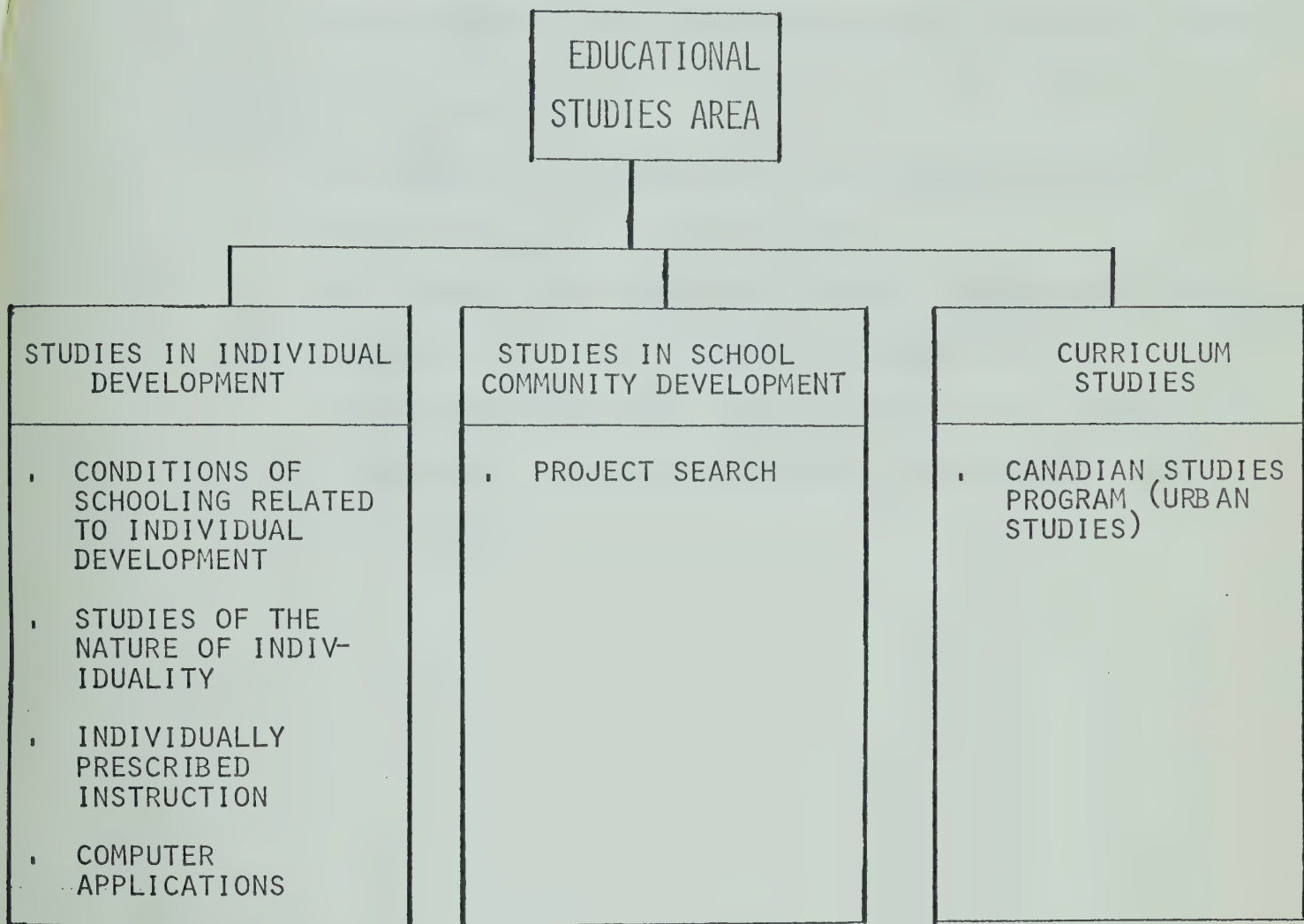
## BASIC PURPOSES OF THE EDUCATIONAL STUDIES AREA

- (1) TO DEVELOP VIABLE ALTERNATIVES FOR EDUCATIONAL PRACTICE.
- (2) TO INCREASE THE CAPACITY OF EDUCATORS FOR SELECTION AND INSTALLATION OF INNOVATIONS (VIABLE ALTERNATIVES).





# EDUCATIONAL STUDIES AREA



EXISTING PROGRAMS



## PROJECT SEARCH: BASIC OBJECTIVES

### OVERALL PURPOSE

- TO INCREASE EDUCATIONAL OPPORTUNITIES FOR RURAL YOUTHS.

### PROJECT OBJECTIVES

- TO INCREASE THE EDUCATIONAL OPPORTUNITIES IN THE TWO PROJECT SCHOOLS AND COMMUNITIES.
- TO INCREASE THE NUMBER OF PROGRAM ALTERNATIVES READILY AVAILABLE TO RURAL SCHOOLS AND COMMUNITIES.
- TO DEVELOP PROCEDURES FOR ASSISTING RURAL SCHOOLS AND COMMUNITIES INCREASE EDUCATIONAL OPPORTUNITIES FOR THEIR YOUTH.





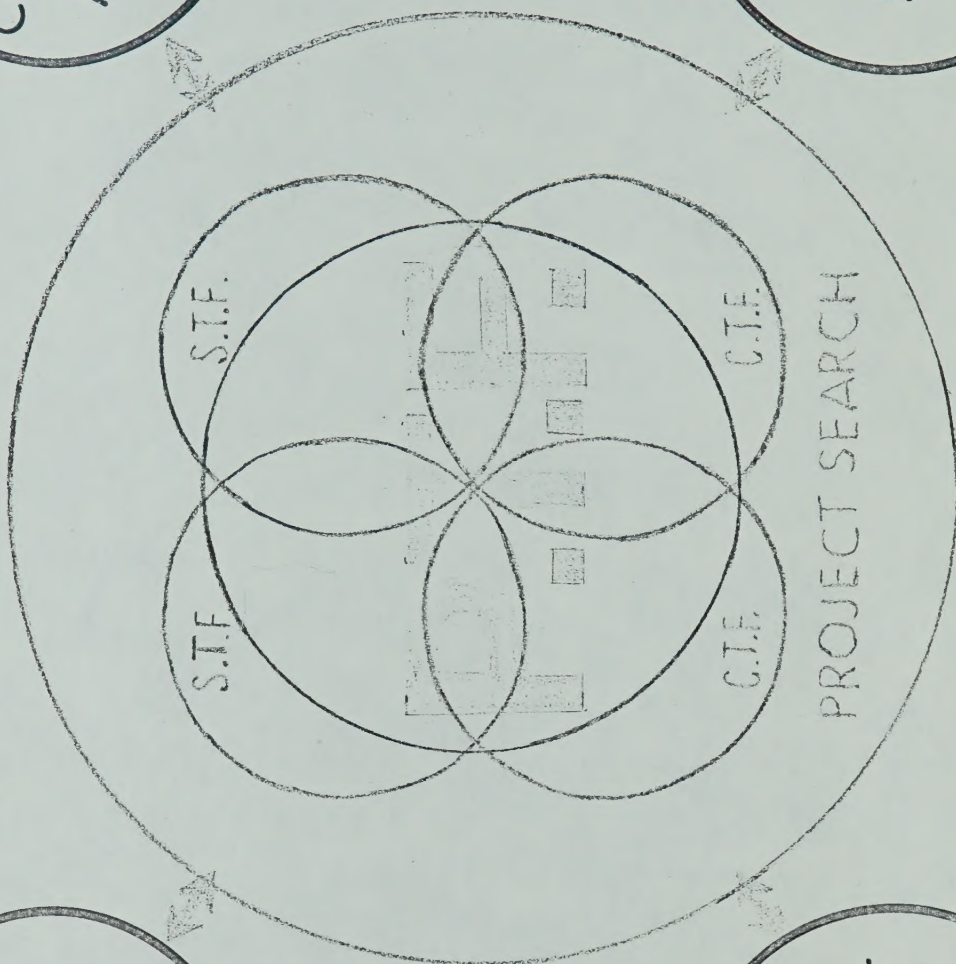
PROJECT SEARCH: GUIDING ASSUMPTIONS

- (1) THOSE AFFECTED BY A PROPOSED CHANGE MUST PLAY A CENTRAL ROLE IN DECIDING UPON ITS ADOPTION OR REJECTION.
- (2) OUTSIDE ASSISTANCE AND INFORMATION CAN BE VERY VALUABLE TO A GROUP AS IT WORKS THROUGH THE DECISION-MAKING PROCESS.
- (3) EDUCATIONAL PROGRAMS AND OPPORTUNITIES EXIST BOTH WITHIN AND OUTSIDE OF THE FORMAL SCHOOL SYSTEM.



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